



Abhis June 50

C.S.

THE ABHIS

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ABHIS STAFF FOR 1949 - 1950

Editor-in-Chief—Joan Peterson

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Audrey Reynolds Marjorie Kristiansen

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William Crook

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Art Staff—Catherine Smith

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FACULTY ADVISERS

Literary and Business—Miss Annie Chadbourne

Typing—Mrs. Carolyn Ferguson

Art—Mrs. Fanna Ashworth

PEACE

Is there no hope in this sad world of ours?
Will there be peace or death?
Must life be figured in minutes or hours;
Condemned to one last breath?
Must we have war with a country so far
Over the ocean's span?
Must they believe in our own "bright star";
Fit in our own great plan?
Do we believe we can judge as our God?
Must it be true we're right?
Must we kill all to prove to our Lord
That faith rules over might?
How we can win an eternal peace,
Is something beyond my small mind.
My life in this world may soon cease,
Then peace with God I shall find.

NANCY LAKE, '50

Class of 1950

RICHARD MURPHY

College Graduate

*"Conscience clear, he falls asleep
with naught to fear."*

Football 1, 2, 3, 4; Basketball 1, 2,
3, 4; Track 1, 2, 3; Class President
4; Class Historian 4.



PAULA McKEOWN

Director of an Orphanage

*"Who mixed reason with pleasure
and wisdom with mirth."*

Class Play 4; Cheerleader 4; Honor
Society 2, 3, 4; Abhis 2, 3, 4; Sports
Editor 4; Student Council 3, 4.



ELINOR ANGELEY

Elementary Teacher

*"Truth is powerful and will ulti-
mately prevail."*

G.A.A. 1, 2, 3, 4; Art Club 2, 3, 4;
Home Ec. Club 3, 4; Vice Pres. 3;
Sec. 4; Strawberry Valley Teen-
timers 3, 4.



RUTH BALL

To be happy

*"I ought to have my own way in
everything, and what's more I will."*

Glee Club 4; Home Ec. Club 4;
Strawberry Valley Teentimers 3, 4;
Girls' Basketball 2; Band 2.

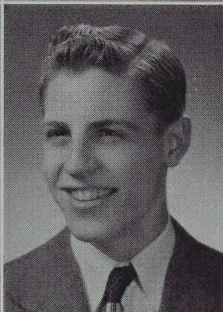


NORMA MANSFIELD

Director of an Orphanage

*"A good heart doeth good like
a medicine."*

Class Play 4; Glee Club 1, 2, 3 Sec.
Treas. 4; Girls' Basketball 2, 3, 4,
Co-captain 4; Class Sec. 4; G.A.A.
1, 2, 3, 4.



BURT MOQUIN

Millionaire

*"I am sure that care's an enemy
to life."*

Football 1, 2, 3, 4; Track 1, 2, 3, 4;
Baseball 2; Basketball 1; Class
Treas. 3, 4.



MARTHA BALL

Successful in Life

*"Her air, her manners, all who
saw admir'd."*

Girls' Basketball 1, 2, 3, 4, co-cap-
tain 4; Abhis 3, 4, Business Manager
4; Dramatic Club 4; Home Ec. Club
4; Glee Club 4.



VERNA BICKNELL

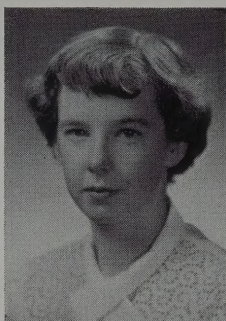
Secretary

*"For never anything can be amiss,
when simpleness and duty tender it."*

Library Club 1, 2; Art Club 1, 2;
Band 1, 2, 3; Class Play 4; Beaver
Staff, Society editor 2, 3.

ANN BURGESS

To be happy

*"I hate nobody, I am in charity
with the world."*Glee Club 1, 2, 3; Home Ec. Club 1;
Strawberry Valley Teentimers 4;
G.A.A. 2, 3, 4.

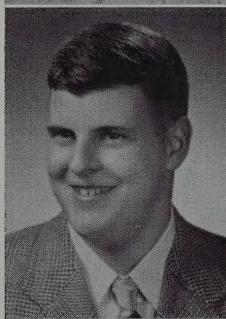
HELEN CAHILL

A WAVE

*"He that has patience
may compare anything."*Glee Club 1, 2, 3; Strawberry Valley
Teentimers 3, 4; Home Ec. Club 3,
4; G.A.A. 1, 2, 3, 4.

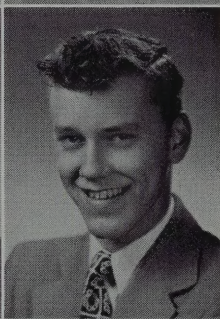
WILLIAM CAREY

State Forester

*"Heaven helps those
who help themselves."*Football 4; Basketball 3, 4; Base-
ball 3, 4; Track 2, 3, 4.

DALE CARMICHAEL

Mechanic

*"I am not only witty in myself, but
the cause that wit is in other men."*Class Play 4; Strawberry Valley
Teentimers 4; Track 4.

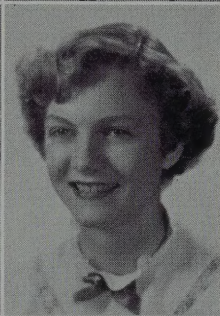
JEAN CARROLL

Bookkeeper

*"Solitude is sometimes best society."*Art Club 1; National Honor Society
2, 3, 4; G.A.A. 1, 2, 3, 4.

SHIRLEY CASS

Secretary

*"A merry heart maketh a
Cheerful countenance."*Glee Club 1, 2; G.A.A. 1, 2, 3, 4;
Home Ec. Club 4; Strawberry Val-
ley Teentimers 4.

RUTH CHEVERIE

To be happy

*"I know what I like."*Glee Club 1, 2; Band 1, 2, 3, 4, Sec.
4; Strawberry Valley Teentimers 3,
4, Sec. 4; Home Ec. Club 4, Pres;
G.A.A. 1, 2, 3, 4, Sec. 3, 4.

WILMA COLBURN

To enjoy life

*"And the merry love to dance."*Abhis 2, 3, 4; Girls' Basketball 1, 2;
Class Play 4; G.A.A. 1, 2, 3, 4;
Strawberry Valley Teentimers 3, 4.

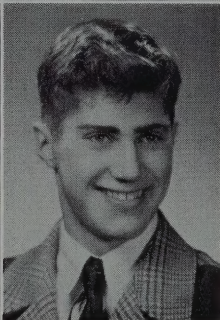
BESSIE COLLUM

Art Teacher

*"To keep in sight perfection and
above the vision is the artist's
best delight."*Glee Club 1, 2, 3, 4; Home Ec. Club
2, 3, 4; Art Club 3, 4, Pres. 4; Abhis
2, 4; Strawberry Valley Teentimers
3, 4.

DALE DEAN

Carpenter

*"Better late than never"*Football 1, 4; Baseball 1, 4; Track
4; Basketball 1, 2, 3, 4; Class Play
4.

HAROLD De COSTE

Public Accountant

*"To be short is no disgrace,
only inconvenient."*

Football 1; Basketball Manager 2, 4.



MAUDE DeCOSTER

Lawyer

*"Speech is the mirror of the soul."*Class Play 4; Honor Society 2, 3, 4;
Science Club 1, 2, 3, 4, Sec. 4; De-
bating Club 1, 2, 3, 4; Sec. 2, Vice
Pres. 3; Dramatic Club 2, 3, 4.

NEILA DRISCOLL

Get a Job

*"He that is of a merry heart
hath a continual heart."*Glee Club 1, 2; Strawberry Valley
Teentimers 4; Home Ec. Club 4;
G.A.A. 1, 2, 3, 4.

PHYLLIS DUNCAN

Beautician

*"A witty woman is a treasure;
a witty beauty is a power."*Strawberry Valley Teentimers 3, 4;
Home Ec. Club 4; G.A.A. 1, 2, 3, 4.

JILL DURLAND

Author and Illustrator

*"And what she greatly thought,
she nobly dared."*Honor Society 2, 3, 4, Treas. 4;
Abhis 2, 3, 4, Literary Editor 4;
Glee Club 1, 2, 3, 4; Student Coun-
cil 1, 2; Class Play 4.

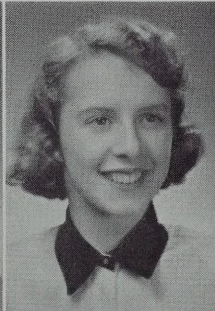
HERMINE FLIEGE

Nurse

*"If a task is once begun, never leave
it till it's done."*Debating Club 1, 2, 3, 4, Pres. 2,
Sec. 3; Science Club 1, 2, 3, 4, Pres.
4; Student Council 3; Dramatic
Club 2, 3, 4; Class Play 4.

MARJORIE GAFFNEY

To be happy

*"Life is not life at all
without delight."*Glee Club 1, 2, 3, 4; Beaver Staff
2, 3; G.A.A. 1, 2, 3, 4; Library
Club 2.

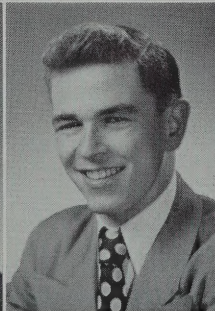
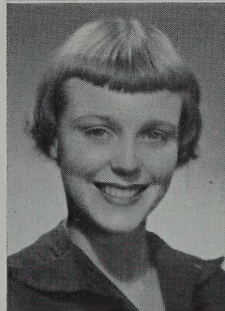
PATRICIA GAFNEY

Write a novel

*"The pen is the tongue of the mind."*Abhis 4; Honor Society 4; Girls'
Basketball Manager 3, 4, Player 4;
Class Historian 4; Glee Club 1, 2,
3, 4.

BARBARA GATES

Teacher of "math."

*"The power of thought—
the magic of the mind."*Cheerleader 4, Girls' Basketball 2,
3, 4; Honor Society 2, 3, 4; Abhis
1, 2, 3, 4; Class Play 4.

BRADFORD GILMAN

Successful in life

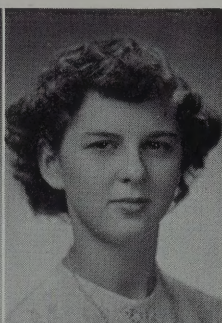
*"This man wins friends
without half trying."*Baseball 1, 2, 3, 4; Football 1, 2, 3,
4; Basketball 1, 2, 3, 4; Student
Council 1, 2, 3; Class Vice-Pres. 2, 3.

SUZANNE GILPIN

Secretary

"Life is long if it is full."

Class Play 4; Abhis 4; Dramatic Club 4; Glee Club 1, 3; Strawberry Valley Teentimers 4.



MARIE GOBELLE

Secretary

"Let me be blessed for the peace I make."

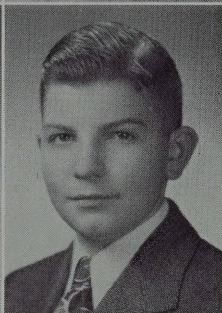
Glee Club 1, 2; Home Ec. Club Strawberry Valley Teentimers Library Club; G.A.A. 1, 2, 3, 4.

HELEN HARRIS

Wife of a Millionaire

"It is good to live and learn."

Glee Club 1, 2, 3; Dramatic Club 2, 3; Library Club 2, 3, 4; Home Ec. Club 2, 3, 4; Strawberry Valley Teentimers Pres. 3, 4.



MERRILL HOHMAN

Chemical Engineer

"Live and let live."

Football Manager 4; Basketball Manager 3, 4; Baseball Manager 3; Class Play Business Manager 4; Science Club 1, 2, 3, 4.

DOROTHY HOLBROOK

Secretary

"It is better to guard speech than it is to guard wealth."

Glee Club 1; G.A.A. 1, 2, 3, 4; Home Ec. Club 3, 4.



LORRAINE JACOB

Happily Married

"I, too, am an artist."

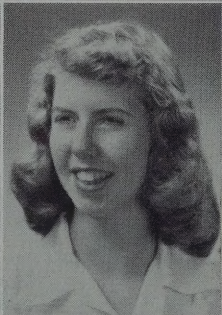
Glee Club 1, 2, 3, Operetta 3; Library Club 3, 4; Home Ec. Club Treas. 3, 4; Art Club 3, 4; G.A.A. 1, 2, 3, 4.

SALLY KIELY

Nurse

"A daughter of the gods, divinely tall."

Basketball 3, 4; Home Ec. Club vice-pres. 4; Strawberry Valley Teentimers 4; Dramatic Club 4; Class Play properties 4.



NANCY LAKE

Interior Decorator

"Hitch your wagon to a star."

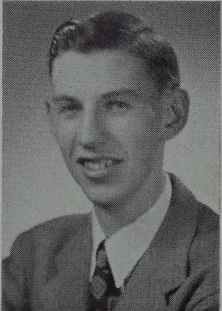
Home Ec. Club 1, 2, 3, 4; Strawberry Valley Teentimers, 3, 4; Science Club 4; Library Club 2, 3, 4; G.A.A. 1, 2, 3, 4.

JOANNE LEITCH

Commercial Teacher

"Another flood of words! A very torrent!"

Student Council 1; Strawberry Valley Teentimers, Treas. 3, 4; Honor Society 4; Dramatic Club 4; G.A.A. 1, 2, 3, 4.



CLARENCE LOVELL

Conservation Officer

"The world's great men have not always been scholars."

Boys' Glee Club 1; Stamp Club 1; Art Club 2.

LUELLE MACE

Dancing School Teacher

*"The mildest manner
and the gentlest heart."*Band 1, 2, 3, 4; Glee Club 1, 2, 3, 4;
Strawberry Valley Teentimers 1, 2;
Home Ec. Club; G.A.A. 1, 2, 3, 4.

SHIRLEY MAHONEY

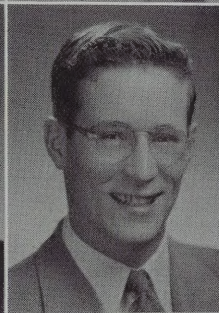
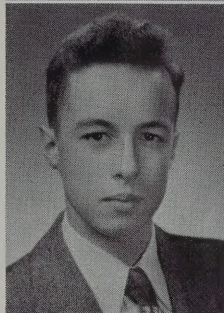
Prosperous in Life

*"She is pretty to walk with
and witty to talk with."*

Glee Club 2, 3, 4; Beaver Staff 3.

RICHARD MERRILL

Chef

*"A fellow of plain
and uncoined constancy."*Science Club 1, 2, 3, 4; Dramatic
Club 4; Strawberry Valley Teen-
timers 3, 4.

DAVID MULREADY

Millionaire

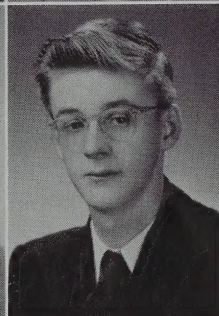
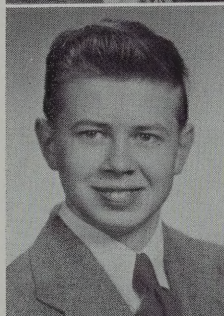
*"From the crown of his head to the
sole of his feet he is all mirth."*Football 1, 2, 3, 4; Track 1, 2, 3, 4;
Basketball 1; Class Play; Stamp
Club 1, 2.

JOHN NORTH

Merchant Marine Officer

"Let what will be, be."

Band 1; Track 4.



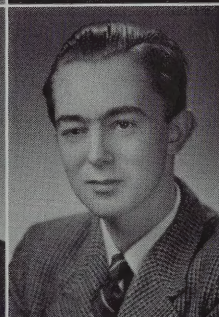
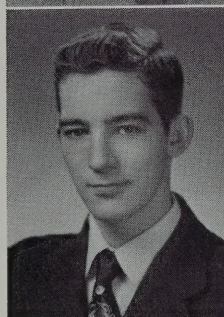
DONALD PARKS

Salesman

*"The ease of my burdens,
the staff of my life."*
Band 1, 2, 3.

WILLIAM PARSONS

Certified Public Accountant

*"Ah! why should life all labor be?"*Boys' Glee Club 1, 2; Stamp Club
2; Class Play 4.

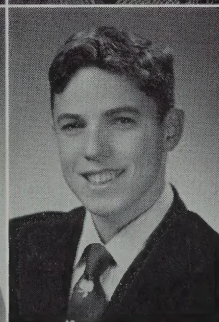
ARTHUR PERHAM

Retire at 40

"I did not care one straw."

JOAN PETERSON

Director of an Orphanage

*"Sugar and spice
and all things nice."*Cheerleader 1, 2, 3, 4; Glee Club
1, 3, 4; Class Play 4; Abhis 2, 3, 4,
Editor 4; Honor Society 4.

WAYNE PRATT

Book Illustrator

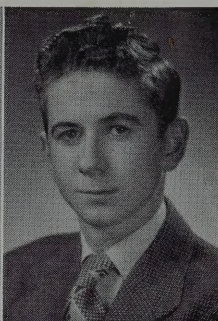
*"What a wondrous life
is this I lead."*Football 2, 4; Basketball 1; Track
1, 4; Art Club 4; Class Play Assist-
ant Manager 4.

IRENE REARDON

Nurse

"I shall go softly all my life."

Honor Society 2, 3, 4; Dramatic Club 3, 4; Glee Club 4; Class Play 4; G.A.A. 1, 2, 3, 4.



KENNETH REDDING

Retire at 40

"He will maintain his argument as well as any military man in the world."

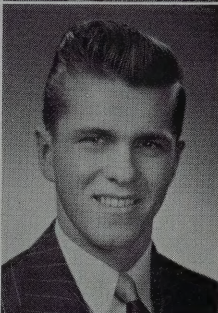
Track 4.

BETTY RICH

Nurse

"A firmness of purpose will overcome caprice."

Glee Club 1, 2; Debating Club Sec. 1, Pres. 2, 3, 4; Honor Society 2, 3, 4, Sec. 4.



JOHN RUZYCKI

A good dancer

"Even more than warrior's courage."

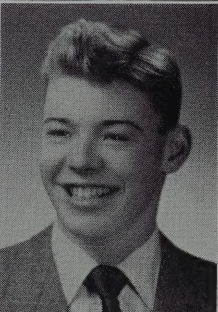
Football 2, 3, 4, co-captain 4; Track 3, 4; Class Vice President 1.

JAMES SABIN

Famous Musician

"There is no truer truth obtainable by man than comes of music."

Band 1, 2, 3, 4; Strawberry Valley Teentimers 3, 4.



GORDON SANDERSON

Printer

"High erected thought seated in the heart of courtesy."

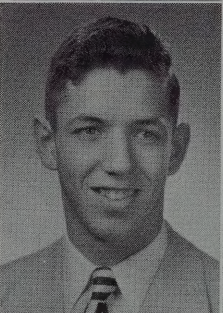
Honor Society 2, Treas. 3, Pres. 4; Football 1, 2, 3, 4; Student Council 1, 2, 4; Class Play 4.

RICHARD SANDERSON

Track Scholarship to College

"Wisdom is better than rubies."

Athletics 1, 2, 3, 4; Basketball capt. 4; Student Council Treas. 3, Pres. 4; Class Play 4; Honor Society 2, 3, 4; Class Treas. 1, 2, President 3.



MARY SANNA

Wise and Wealthy

"Little said is soonest mended."

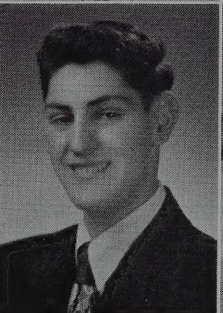
Glee Club 1, 3; Library Club 2; Strawberry Valley Teentimers 3; Art Club 4; Dramatic Club 1.

ROBERT SANNA

Further Education

"Honesty is the best policy."

Track 1, 2, 4; Football 1, 2.



JOAN SCHMIDT

Wife and Mother

"The social smile, the sympathetic tear."

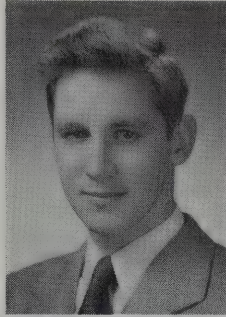
Glee Club 1, 2, 3; Strawberry Valley Teentimers 3, 4; Home Ec. Club 4.

ROBERT SCHOFIELD

Deep-sea diver

*"Young fellows
will be young fellows."*

Football 1, 2, 3, 4.



HELEN SKILLINGS

Successful in Life

*"Sweeter also than the honey
and the honeycomb."*

Glee Club 1, 2, 3, Operetta 3; Home Ec. Club, 3, 4; Library Club 3, 4; Strawberry Valley Teentimers 3, 4; Abhis 4.

CATHERINE SMITH

W. A. F. Lieutenant

*"In framing an artist, art has thus
decreed,
To make some good, but others to
exceed."*

Home Ec. Club 4; Strawberry Valley Teentimers 3, 4; Art Club 1, 2, 3, 4; Glee Club 1, 3; C.A.A. 1, 2, 3, 4.



MARY SMITH

Dancer

*"The rising blushes, which her
cheeks expressed are opening roses
in the lily's bed."*

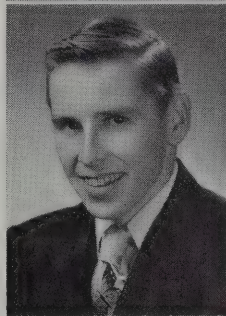
Strawberry Valley Teentimers 3, 4; Home Ec. Club 4; Abhis 4; Art Club 4; G.A.A. 1, 2, 3, 4.

GEORGE SPRAGUE

A success in life

*"Men of a few words
are the best men."*

Art Club 1, 2, 3.



SALLY STEPHENSON

Wife of an airman

*"That which befits me
is cheerfulness."*

Strawberry Valley Teentimers 3, 4; Home Ec. Club 3, 4; Library Club 1, 2, 4; G.A.A. 3, 4.

ANNE TRASK

College Graduate

*"Her ways are ways of pleasantness,
and all her paths are peace."*

Library Club 2; Honor Society 2, 3, 4; Vice-president 4; Science Club Treas. 4; Glee Club 4; Student Council 4.



CAROL WAITE

Healthy and Happy

*"He that is of a merry heart
hath a continual heart."*

Mixed Chorus 1, 2; French Choral Club 2. (East Bridgewater High School).

CAROLE WARD

Successful in life

"Silence is sweeter than speech."

Glee Club 1, 2, 3; Library Club 2, 3, 4; Home Ec. Club 3, 4; Abhis 4; G.A.A. 1, 2, 3, 4.



CHERINE WHITING

Nurse

"As merry as the day is long."

Cheerleader 1, 2, 3, 4; Girls' Basketball 2, 3, 4; Science Club 4; Dramatic Club 3, 4; Class Play 4.

CLASS STATISTICS

Best All-Around — Paula McKeown, Richard Murphy
Best Physique — Cherine Whiting, John Ruzycki
Best Athlete — Martha Ball, Richard Sanderson
Best Natured — Sally Kiely, Wayne Pratt
Best Dancer — Wilma Colburn, Bradford Gilman
Most Respected — Anne Trask, Richard Murphy
Most Popular — Paula McKeown, Richard Murphy
Best Looking — Barbara Gates, Bradford Gilman
Most Sincere — Norma Mansfield, George Sprague
Most Typical School Girl (Boy) — Joan Peterson, Gordon Sanderson
Most Retiring — Robert Sanna, Mary Sanna
Most Popular with Teachers — Joanne Leitch, Richard Sanderson
Most Helpful to Class and School — Jill Durland, Gordon Sanderson
Most Loyal to Class and School — Betty Rich, Clarence Lovell
Most Considerate of Others — Carole Ward, George Sprague
Most Dignified — Maude DeCoster, Richard Merrill
Best Actress (Actor) — Hermine Fliege, Richard Sanderson
Most Obliging — Carole Waite, Burt Moquin
Most Friendly — Patricia Gafney, Robert Schofield
Greatest Socialite — Phyllis Duncan, Dale Dean
Most Refined — Irene Reardon, Robert Sanna
Most Temperamental — Jill Durland, David Mulready
Wittiest — Marjorie Gaffney, Dale Carmichael
Most Practical — Elinor Angeley, Richard Merrill
Best Conversationalist — Verna Bicknell, Harold DeCoste
Best Mannered — Irene Reardon, Gordon Sanderson
Most Conscientious — Luella Mace, William Parsons
Neatest — Shirley Mahoney, John Ruzycki
Most Cheerful — Marjorie Gaffney, Robert Schofield
Best Artist — Betty Column, Wayne Pratt
Most Likely to Succeed — Joanne Leitch, Richard Sanderson
Most Musical — Luella Mace, James Sabin
Best Mathematician — Barbara Gates, Richard Sanderson
Best Historian — Jean Carroll, John North
Best Scientist — Nancy Lake, Merrill Hohman
Best Orator — Hermine Fliege, Merrill Hohman
Best Citizen — Anne Trask, Richard Murphy
Class Clown — Marjorie Gaffney, David Mulready
Nicest — Joan Peterson, Bradford Gilman



CLASS MOTTO

A WORLD UNITED

SENIOR PERSPECTIVES

Like most other people, I have one semi-fantastic long-range ambition. After I finish nursing school and get married, I intend to go to and perhaps remain in Hawaii.

I have read so much and heard so much about this "Paradise of the Pacific" that I feel as if I knew the islands, all seven of them, perhaps better than I do Massachusetts, and it almost seems as if I had visited them. It has become my "Balai Hi", my enchanted island, an ever-beckoning island in the midst of the sea of swirling dreams. Perhaps on these quiet, peaceful islands I can find a rest from the fast-moving aimless society which surrounds me. Perhaps my expectations will not be fulfilled and in my dissatisfaction, I may decide to return to my beloved New England and here make my home. Regardless of where I find an ideal or suitable environment, of one thing I am certain, once I learn my profession, I want to be the partner in making a happy home for my husband and our family of six children and use my profession and all other means possible to help other people.

BETTY RICH

* * * * *

My ambition is to be an airline hostess. I think that this would provide an exciting life, full of adventure and new acquaintances. If I were lucky enough to work on the Portland via Hawaii flight, I could be skiing in Oregon one day and swimming in Hawaii the next. The salary would be excellent and working conditions ideal. To my mind the only disadvantage is that if I were to marry, I would have to forsake my profession, but who would complain if she were to spend the rest of her life with a good-looking pilot?

PAULA McKEOWN

* * * * *

I would like to be a beautician and live a happy normal life. I should like to be able to be proud of myself when I become too old to do anything but think about the past. I should like to be able to look back with satisfaction on all the things I have accomplished during my youth and middle-age.

SHIRLEY MAHONEY

* * * * *

I have always wanted to become a beautician and someday open my own shop in New York City.

I have always been interested in hair styling and things of that sort. If I am not able to have my own shop I would like either to work in a very exclusive shop in New York or in a Hollywood studio where I could meet the stars of stage and screen.

I am going to try hard to make my dream come true.

PHYLLIS DUNCAN

After graduation I want to be successful in work, particularly that line known as commercial art. After that I want more than anything else to be married and have a home and a fine family, one of which I can be proud. After marriage, in case work is necessary, I shall have my commercial work which I believe would come in handy.

I want to be a good and useful citizen.

LORRAINE JACOB

* * * * *

My ambition in life is to graduate from both high school and nursing school and then to take my first big step in life. It is my wish to work in a hospital during the night and take a day course in either B.U. or Harvard on communicable diseases. From thence I will ship to some tropical port and finish my education on tropical diseases and earn my M.D. degree. Then I will start my real career in medicine. Preferably I would work in some uncivilized village where diseases raise havoc and medical services are almost unknown. Here I would tend to share my knowledge and affection with a people who need education in health and hygiene.

HERMINE FLIEGE

* * * * *

I hope to take a short course studying the art of shoeing horses. After I learn the profession I will be on my own doing my work. I intend to go to race tracks, fair grounds, and horse farms with my movable equipment. All horses need shoes during races. After I get enough income yearly I intend to buy a horse farm in Lexington, Kentucky, the home of the blue grass.

My ambition is to breed and raise horses, which should be interesting work.

ROBERT SANNA

* * * * *

After having received my diploma at A.H.S. in June, 1950, I hope to pass through five successful years in college studying journalism and finally receiving my Master of Science degree in that field.

This will qualify me for opportunities in the field of journalism and for two or three years I should prefer to maintain a good position on a magazine staff or as a script writer for radio.

Immediately following this worthwhile experience, I hope to be married. My husband will share my interests; we will have a great deal in common. I want him to be good-looking and thoughtful and capable of earning a substantial income.

By the time I have reached the age of 35 my husband and I will be well entrenched in parenthood. Five children will keep us rather busy. Each of us live a happy, contented life.

In the meantime, I shall be a member of a few organizations such as the Woman's Club and Parent-Teacher Association. My part time in later years will be devoted to writing.

When we finally become grandparents my husband and I will be able to look back over a full life.

PATRICIA GAFNEY

* * * * *

If everything goes perfectly, I would first like to attend Jackson College for four years, majoring in history and government. After graduation I should like to continue my education at a school of foreign relations or law and diplomacy. Then I would attempt to become a member of the state department and be attached to one of the embassies, either here or abroad. Although it would require six years of preparation and involve keen competition, this job would be interesting and varied, as it would give me a chance to travel. I would also be contributing to my government while at the same time I was doing work which I enjoyed.

I do not, however, wish to be a career woman all my life. I would like to get married when I am between twenty-five and thirty years old and raise a family. My future husband must have interests in common with mine; although he does not have to have the same viewpoint, he must be able to talk on many subjects, have wide interests, and, most important of all, possess a pleasant disposition.

ANNE TRASK

* * * * *

There are three main things needed to complete my future happiness and success.

First, I want to enjoy excellent health the rest of my life. A person who is sickly, disabled, or neurotic can not be happy.

Second, I want to achieve the highest rung on my ladder of success. My chosen career is that of a commercial teacher. I have applied for acceptance into Salem State Teachers College. Graduation from that school on the Dean's list will mark one of the happiest days of my life.

Before I settle down, once and for all, I want to have all the fun and visit all the places I possibly can.

Third, like any other girl, I hope some day to find the right man. Then I shall marry. To be a good wife, a good mother, and a good and worthwhile member of my community are the things I am determined to do.

Money is often the blossom of happiness but the root of evil.

JOANNE LEITCH

* * * * *

First, I want to graduate from Abington High School. Then I want to enter the School of Practical Arts in Boston to learn Commercial Art. Then

during the next two years I want to attend the School of Education at Boston University. After the first six years I want to come back to Abington to teach art and remain here until I get married.

The next step is to get married, and I want to teach even after that. I want my husband to build our home in West Abington. I should like to have five children. When my children are in grammar school I should like to return to teaching art again and work at that the rest of my life.

BETTY COLLUM

* * * * *

My dream is that I would like to become a really good dancer so that I may be able to do the Samba and the Rhumba. I should like to be picked to waltz around a big floor with an audience that enjoys my dancing.

MARY SMITH

* * * * *

During the next four years I am going to attend Bates College. At the end of my freshman year, I hope to spend several weeks abroad, especially visiting relatives in England. Providing that my marks are good enough and that there is enough money, I expect to receive my diploma in June, 1954, as an A. B. major in speech. As a speech major with secretarial training I hope to land a good job in New York City. For the next two years, I shall have a chance to live a more sophisticated life than I could experience in Abington.

I would like to be married on June 21, 1956 when I am twenty-four. I will not marry a man who has to punch a time-clock every day for the rest of his life. If everything goes as planned, I should like to marry a farmer in upstate New York or Vermont, who is making or has good prospects of making at least \$10,000 a year. He will have to be considerate and in love with me, also, and preferably good-looking. By 1970, I hope we shall be parents of five children, three boys and two girls. They shall have all the opportunities for a happy life—good schools and a fine home.

After my children are fairly well grown up, I should like to take active part in civic and social organizations. Perhaps I shall run for the school committee and belong to the P.T.A., church activities, and the Woman's Club. It is then that my training at Bates College will come into play. As a speech major I shall have taken play production, drama, costuming, etc. I hope to coach plays in the towns around my home. Not only shall I thereby earn some money of my own, but I shall derive a great deal of personal satisfaction from that kind of work. At this time I should also like to write a book and paint landscapes.

Although it is beyond my control, I should like very much to see the year 2000. If it is at all possible I wish to live until I am eighty.

JILL DURLAND

I have often thought of how I would like to spend my future but have as yet arrived only at vague hopes.

After graduation from Abington High School I hope to enter Bridgewater State Teachers' College.

Upon graduating from college I would like to teach for a few years. Then I would like to get married (of course), raise a family, and make as fine a wife and mother as I possibly can and make our house a real home.

After we have seen our children through their schooling and they are able to take care of themselves my husband and I would then "take off" for parts unknown and travel all over the world. When we return we would settle down again and be content to live the remainder of our lives together, watching our grand-children and great-grandchildren grow into men and women of the world.

MARTHA BALL

* * * * *

As I sit here looking at the four blank walls, I dream of days to come—days of prosperity, of a married life with little ones on my knee. But most of all, I dream of the vocation at which I shall work. Should I like to be a doctor, or lawyer, or a scientist? No, these vocations do not seem to have any

particular interest for me. I think I should like to delve into the intricacies of the mind and study psychiatry. It would be wonderful to know the reasons behind the actions of some people. Because of the stepped-up ways in this ever-changing world, there is a need of a great number of psychiatrists. People are going around in such a rush, scientists are inventing new conveniences, designers are making everything with a modern touch, and mechanics are making autos and planes go at such fast rates that it is a wonder more people do not lose their minds. For this reason, I should like to know the workings of a person's mind and I believe that a psychiatrist can be of great help to mankind.

RICHARD SANDERSON

* * * * *

My ambition is to go out into life and work until I have enough money to retire. But I will retire young enough so that I may enjoy my wealth. In my latter years I am not going to be a miser. I do not at the present moment think I want to marry. I should like to be a business executive. I do not want to be cooped up in an office; I want to get out and travel and see both people and places. I hope to spend long vacations on the beautiful beaches of both Americas.

BRAD GILMAN

ABINGTON HIGH ALMA MATER

Tune—Ohio Wesleyan Alma Mater Words—Jill Durland

1st. Verse:

Abington, to the school we all hold dear.
Abington, your name we do revere;
Abington, we cheer the honored name,
Abington, to you may we bring fame.

2nd Verse:

Abington, to our colors, green and white;
Abington, for you we cheer and fight;
Abington, our colors we hold true;
Abington, we'll always sing for you.

Chorus:

A. H. S., Cheer for Abington High!
A. H. S., Sing out with rousing cry!
A. H. S., We're loyal through and through:
A. H. S., Abington, we will be true to you.

SPOTLIGHT ON ABINGTON

HOW ABINGTON GOT ITS NAME

In the year 1622 Abe Smith came to live in the Plymouth colony. With him came his mother, his father, and his sister Jean. Abe had a pal whom he seemed always to be with. Sometimes Abe wondered what he would do without Ashton.

Ashton and Abe would often times hunt or fish together. One morning they were down by the creek sitting under a big oak when they spied an Indian who appeared to be motioning to them. Before they knew what was happening they were being carried off by three warriors. They tramped all day and far into the night before they made camp. After chewing a while on a piece of dried venison they fell into a sound sleep.

"Wake up, Abe!" said Ashton who was already awake. The Indians were no where to be found. "Where are we?" asked Abe.

"If I knew I wouldn't be standing here, I'd be hightailing it for home," answered Ashton.

"I think we'd better look around and see what kind of place we're in," said Abe.

After a careful inspection of the surrounding territory they found themselves in a small grove of trees surrounded on two sides by water.

Back in the colony a group of men were gathering. "If the boys were carried off by Indians they probably have headed north towards the beaver country," said one man.

How right he was because the boys had found many a beaver colony. They had enjoyed themselves thoroughly watching some beavers at work. "Since we found this spot we'll call it after ourselves," said Ashton. "Can you think of a good name?"

"How about Abington?" said Abe. "Wait what was that noise? We'd better hide behind these bushes." They waited until finally they saw Abe's father coming towards the place where they were hiding.

I suppose you know how it ended. Anyway, we have Abington and that's all that counts.

MARY DE COSTER, '53

EARLY SCHOOLS

Abington was incorporated in 1712. On March 7, 1715, the town voted that there should be forty shillings allowed for the schools for one year. On March 1, 1725, it was voted that the selectmen should agree with a man to keep school and to raise money and pay him. On November 26, 1729, they voted that William Reed, Andrew Ford, and Deacon Bates should provide a school master. December 30, 1730, the town voted to hire a school master for the months. On March 6, 1732, the town voted that there should be a school house built.

This building, the first school-house in Abington, was erected in 1732 on the lot on Washington Street between Summer Street and what is now known as the Academy Building. It was the only school-house in town for twenty-three years, then it was moved to West Abington. It is now occupied by Isaac F. Hunt of 104 Hancock Street.

During the winter, for a period of about two months, the schools were taught by men, who received from eight to ten dollars a month; but for about three months during the summer season, women were the teachers, receiving from seventy-five cents to one dollar a week—in both cases boarding themselves.

In 1836, a law was passed whereby towns of five hundred families or householders were required to maintain a school where the higher branches, such as the history of the United States, bookkeeping, surveying, geometry, and algebra, should be taught. On July 18, 1849, was opened the first Abington High School.

NORMAN DE COSTE, '53

HISTORY OF ABINGTON

In many respects Abington has had a varied history, from Gypsies camping, to shoe factories flourishing. Now with two textile factories, a chemical plant, and a number of printing factories, it is a busy place.

At the site of the Dunham home on Adams Street, North Abington, Gypsies camped in a pine grove every summer from the year 1860-1875.

Further along up Adams Street between the home of the late Willard Thayer and the Quealy Funeral Home, there existed a cemetery. At that time the road was on a high elevation on a curve which still exists, even though the embankment is down.

Down at the foot of the embankment the tombstones were placed. In the dark of the night a person might be walking and have a stone roll down into the graveyard. Such a happening caused many a person to hasten to his home.

In the graveyard near the side facing the funeral home a tomb was once present. Inside was a coffin with the top torn off. In the coffin was the body of a young man. Many afternoons while coming home from school, adventurous young ladies would peer inside the mausoleum at the boy.

One afternoon as several girls went through the cemetery they looked into the tomb. One of the more mischievous girls shoved another into it and slammed the door.

At this time the car tracks were being built across the railroad. When the Italian laborers tore up the rails, a battle started. Fire Chief Wright ordered the hose turned on full force and that ended the battle. Negotiations with the R.R. ended all hard

feeling between the railroad and the car line.

Before the car line to Brockton came, if a person wanted to go to Brockton he had to go to Rockland, then take a coach to Brockton; or take the "pan-handle" train from North Abington, through Abington, then to South Abington, and via Bridgewater to Campello.

The car tracks over which this battle was fought have long since vanished, so has the elm under which the battle was fought, for it was felled recently because of the Dutch Elm disease.

RICHARD MERRILL, '50

ABINGTON STORY

The Indian name for the town of Abington is Manamooskeagin, which means *many beavers*. The first settlements were made about 1668 and until the time of the first division it was the largest and most important town in the county.

On March 9, 1874 there was a separation, when the town of Rockland was set off. On March 4, 1875, another portion with a small part of East Bridgewater, was incorporated as the town of Whitman.

When the town was well wooded with pine of large growth, and white oaks, the timber industry was the principal business. Wooden boxes were manufactured very early. Church bells were also made. The manufacture of tacks and brads was soon followed by the manufacturing of boots and shoes.

In 1732 the first school house was built. About this time roads and sidewalks were well built for this period. In 1710 the first meeting house was erected and on the 8th of December, 1711 the first minister came to Abington to settle, by a great demand of the people. The original first parish is now the First Congregational Church and parish in Abington Centre. In 1911 the streets were finally lighted with electricity.

Also at this time there were two railroads. There were fourteen trains a day leaving Abington for Boston. There were eight mail deliveries a day.

With natural beauty and convenience of location, high standards of municipal and individual life, Abington possesses all the characteristics of an ideal New England town.

LILLIAN PETERS, '53

EARLY HISTORY

The highest land between Boston Harbor and Narragansett Bay was settled in 1668. The Indians called this area Manamooskeagin because of the large number of beavers living in the section. The original town of Abington included what is now Rockland and Whitman. The Town of Abington was incorporated June 10, 1712. At this time there were less than three hundred inhabitants.

The principal business in the early days was made



with the heavy growth of pine and the tall straight white oaks. Capt. Obadiah Hersey of South Abington or Whitman furnished many of the white oak planks for the famous frigate "Constitution."

JOYCE MABEE, '53

ABINGTON AND SLAVERY

In the early eighteen hundreds the question of slavery became a political platform. When in 1711 Reverend Samuel Brown came to Abington he brought with him five of the first slaves to come to Abington. Their names were Tony, Cuff, Kate, Flora, and Betty. These, however, were not the only slaves in Abington. There were others the results of whose labor can still be seen. On Thicket Street on the Jacob Remington farm there is a wide stone wall which is a reminder of the work of such slaves, and because most of the people in Abington were opposed to slavery, the slaves were generally given their freedom.

In the beginning of the abolitionist movement there were but a few people who were very much interested because the subject was politically an unpopular one. There were, however, several persons who strongly supported the abolitionist movement of William Lloyd Garrison.

In 1835 Mr. Garrison had as his guest speaker an Englishman named George Thompson whom he had met when in Europe. Thompson was an accomplished as well as an eloquent orator. He had a great deal to do with the West India emancipator. He was closely connected with the American abolitionists in that he drew from the Bible and the Declaration of Independence for his methods and arguments.

When on September 27, 1835 he came from Boston to Abington to speak at the Congregational Church, he was followed by rioters and was stoned at the Church, just barely escaping with his life out a back window. The fact that he was a foreigner mixing in American politics inflamed the pride of the entire state. Even with all this feeling, the Abolitionist movement grew very fast from 1840 until the outbreak of the Civil War.

During the Civil War the old town of Abington, which included both Whitman and Rockland, sent almost a full regiment which won fame and was at the close of the war, in 1865, received back with a party and reception at Island Grove.

CHARLES NESBITT, '51

ABINGTON

The seal of the town of Abington has a beaver inscription derived from Beaver Brook, which is located near the Brockton line in West Abington.

Among the first settlers in West Abington was the Ford family. They lived where the Waters' Store is now located.

In 1812 James Emery built the house in West Abington which was later purchased by John L. Sullivan and considered by him to be the "dearest spot on earth." James Emery was the grandfather of "Big Brother," Bob Emery, of radio fame, who was born in this home.

Island Grove has been the scene of much activity in the past years. There, many speakers have voiced their opinions. Lucy Stone, an abolitionist, held meetings at Island Grove.

Every summer the Old Colony Railroad ran excursions from Boston to Island Grove until a terrible wreck occurred at Wollaston when several persons were killed. James Reagan, a famous oarsman was killed in this train disaster. He was planning to race on the pond. A song was later written in his memory. Boat races were held on the pond. Horseshoe pitching was enjoyed and band concerts furnished music for the picnickers. At this time there was also a dancing pavilion where many a "light fantastic" was enjoyed.

RUTH BALL, '50

LANDMARKS

Many of Abington's landmarks are very interesting. My neighbor's family was one of the first settlers in West Abington, where the shoe manufacturing center was first located. A post office was located at the site of Waters' Store, but when the shoe industry was moved to North Abington there was not enough mail to keep the post office open. A young man received \$8.00 a month for carrying the mail from North Abington to West Abington and, hating to lose his job, he tried to keep the mail coming by writing to a Lonely Heart's Club, but as this did not supply enough mail, the post office was closed.

MARTHA BALL, '50

THE MUSTERFIELD

After the Revolutionary War and before the Civil War, the land now called the Musterfield was used as a place for mustering out the soldiers. There, for a week at a time, men drilled and trained. At the end of each week there would be a big celebration and the families of the men would join in it.

The land chosen for this purpose was the greatest stretch of level land near Boston that the army could find. Therefore it was chosen as a training ground for the men.

During World Wars I and II the musterfield gave many men and women to the armed forces. John Rice, one of the musterfield boys, was killed in World War II.

Building is the main project of the musterfield today. Over ten new houses have sprung up during the last year. Many more are being planned. There are over sixty-five children of school and pre-school age now living in the musterfield district.

KATHLEEN REARDON, '51

ISLAND GROVE

Because great men and women came to Island Grove to deliver speeches in the cause of abolition that produced effects equal to those of John Brown's raid, it is known as "the place where the Civil War began." People came by horse and wagon from surrounding towns and by train from as far away as Boston. At that time there was no bridge, and a small steam boat carried the crowds from the shore to the Grove. In the shade of the white pines, they listened to the words of such great men as Garrison and Webster. Unfortunately, most of the speeches were not preserved and the dates were not even recorded. Later, Moses Arnold presented an inscribed memorial to the town of Abington. It is located in the Grove and marks the spot where the orators were likely to stand when they spoke.

Although no longer a popular public gathering place, the Grove was used a great deal during the first part of this century. For convenience sake, the beautiful bridge and gateway leading to the Grove were dedicated to the public use. On Lake Street there was a canoe club and a refreshment stand.

During the summer months people gathered from miles around to picnic and swim in the Grove. Since the water has been condemned, crowds no longer come to the Grove and it is a quiet place all year around.

JILL DURLAND, '50



AN OLD HOUSE

One of the oldest houses now standing in Abington is located at 174 Washington Street, next to Trufant's Stand. It was erected over two-hundred years ago.

The known residents of the house extend back to the year 1781. Captain Luke Bicknell, a captain in the Civil War, lived there then. The present residents are Mr. and Mrs. Dana Nash whose family has lived in the old house for several generations. They are direct descendents of Captain Bicknell.

Washington Street slopes into a small hill near the house and this hill was named Bicknell Hill after the owner of this house.

In 1812 a plaque was erected on the side of the house by the Women's Chapter of Abington, stating briefly the given information. The plaque is still there.

This information was received directly from Mrs. Nash, who told me also that the front porch was the original part of the house and that Indians lived in this structure before the whole house was built.

JOANNE RICH, '52

THE ABINGTON SAVINGS BANK

The Abington Savings Bank was started in 1850. At that time Abington was the largest town in Plymouth County. East Abington, which is now Rockland, and South Abington, which is now Whitman, broke away in 1875 and made the town smaller. The only bank in the town was incorporated on October 1, 1850, with one-hundred thousand dollars capital.

The name was changed in 1865 to the Abington National Bank and in 1884 it was changed back to the Abington Savings Bank. There was an article in the North Bridgewater (now Brockton) *Gazette* which reads as follows: "We are to have a Savings Institution which we look upon as a powerful auxiliary to the future stability and prosperity of the place, on account of its fostering care and protection of the first rudiments of economy in those who are constantly taking the places of their fathers."

The charter was given in 1853 and the present building is located on the same spot as the original.

The first treasurer and cashier was Mr. Judson N. Farrar. This bank was the sixtieth bank in Massachusetts. The first president was Dr. Ezekiel Thaxter and the Board of Investment included Zilean Packard, Judson Farrar, Asaph Dunbar, Jenkins Lane, and Harvey Torrey.

On May 10, 1853 the first deposit was twelve dollars and was made by George W. Folsom. On February 22, 1856 the money was withdrawn and the total was \$93.58. The bank still has this book.

From the incorporation of the bank it has served faithfully for almost one hundred years. On March 12, 1883 the trustees decided to have a new build-

ing on the same spot and March 16, 1883 it was voted. On July 4, 1884, they moved to the Bank Block in which at that time the Public Library, the Savings Bank, the National Bank, and the Fire Insurance Company all had offices.

On January 28, 1929 the trustees voted to have J. William Beal's Sons as the architects and by June 15, 1929 all the contracts were issued for the up-to-date building which now houses the Abington Savings Bank.

WALLACE HOWE, '54

FRANCIS DAVIS MILLET

Although he was born in Mattapoisett, Massachusetts, on the third day of November, in the year 1846, Abington can be credited with this famous painter, illustrator, journalist, and author, as he lived here and graduated from Abington High School in 1860. While in Abington he lived on Walnut Street on the spot where the family of Mr. Burton Wales now resides. The Millet home was burned. He graduated from Harvard College in 1869, and in 1871 attended the Royal Academy at Antwerp. The money for his tuition he earned working for a newspaper.

During the Russo-Turkish War he was a correspondent for the *New York Herald* and the *London Daily Times* and *Graphic*, and was decorated several times by the Czar for bravery. On March 11, 1879 he married Elizabeth Greely Merrill.

He was a member of the International Art Jury, Paris Exposition of 1878, and was awarded medals for pictures shown in Paris at the Salon, and in Chicago, where he was director of decorations at the World's Columbian Exposition. In 1898, he was war correspondent in the Philippines for the *London Times* and *Harper's Weekly*. He helped John La Farge decorate Trinity Church in Boston. He was vice president of the National Academy of Design, a member of the American Academy of Arts and Letters, and one of the organizers as well as secretary and director of the American Academy at Rome. He organized and founded the National Federation of Arts.

Among his well known mural paintings are: the "Evolution of Navigation" on display in the Baltimore Custom House, the Essex County Courthouse, Jersey City, New Jersey, the Supreme Court of Madison, Wisconsin, the Minnesota State Capital, the Cleveland Trust Company, and the bank of Pittsburg. Some of his other paintings are: "A Cosy Corner," "An Old Time Melody," "At the Inn," "Between Two Fires," and a portrait of Nicholas Murray Butler. He was the author of the following: *The Danube*, *Capillary Crime*, *The Expedition to the Philippines*. A bronze bust of Mr. Millet was unveiled in 1934 at the Hall of American Artists, New York University, New York.

He lost his life on the White Star liner Titanic, wrecked on April 14-15, 1912.

Elihu Root said of Millet: "He never pushed himself forward and he never thought or cared where the spotlight was."

Abington should be very proud to have raised and partially educated such a man.

NOREEN GOODY, '53

NEW RESIDENTIAL DEVELOPMENT

Only ten years ago Abington was a somnolent town, with an unchanging population and no thought of growth or turmoil. Many residents lived in homes which their grandfathers had built. Everybody knew everybody else and a stranger in town was a rarity.

Paint was peeling, shingles were loosening and stonework was crumbling from many fine old houses that had been built in the days of calm, gracious living. In front of a large number of houses appeared the sign "For Sale," forlorn and

desolate on the vast lawn. Fields and woodlands ran to weed and brush abounded on all the outskirts of the town.

Then came World War II and overnight houses were sold, new comers moved in and now one could pass several people on the way "Uptown" without recognition. Children flooded the grade schools and overflowed into high; a problem soon eased by the erection of two new school buildings.

But all this was nothing as compared with changes during the past three years. Where are the vast flower dotted fields, the densely wooded thickets? Now, rows of small, bright colored houses guarded by tiny picket fences spring up as quickly as did the wild flowers. More children, new schools, new streets, new ventures, and new citizens are making a modern town.

Abington is wide awake, never again to drowse as in the sleepy tranquil 30's.

NANCY LAKE, '50

CLASS AND ACTIVITY PICTURES



SENIOR CLASS

President Richard Murphy
Vice President Paula McKeown

Secretary Norma Mansfield
Treasurer Burt Moquin



JUNIOR CLASS

President Richard Berry
Vice President Jack Peckham

Secretary Kathleen Reardon
Treasurer Claire Devlin



SOPHOMORE CLASS

President Gordon Bates
Vice President Janet Hultman

Secretary Bertha Ransom
Treasurer Shirley Thayer



FRESHMAN CLASS

President John Kelley
Vice President Mary Lou Strange

Secretary Russell Wheatley
Treasurer Mary Ellen Buckley



EIGHTH GRADE

President David Brady
Vice President Judy Griffin

Secretary Joanne Kendall
Treasurer Frederick Nash



BAND

Director . . . Bernice Gove



ART CLUB

President Betty Column Secretary Charles Butler
Treasurer Mary Sanna



CHEER LEADERS

Co-HEADS

Joan Peterson and Cherine Whiting



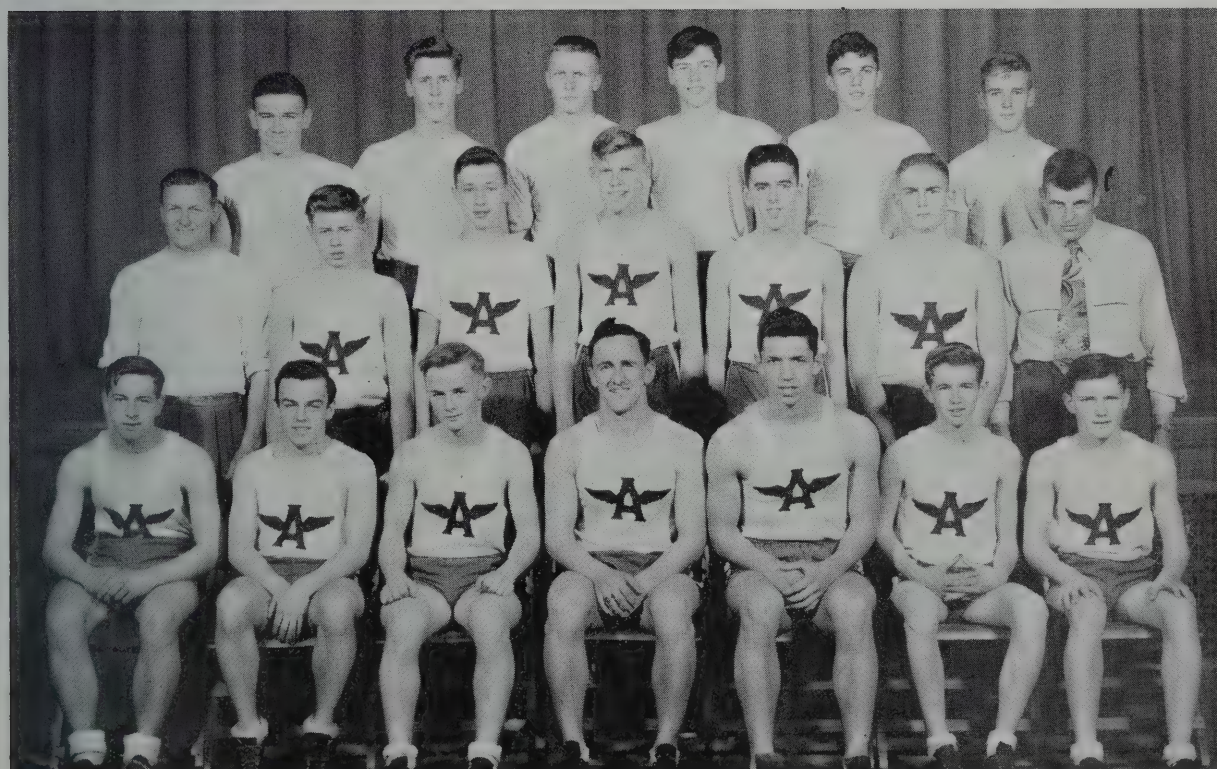
FOOTBALL

Co-CAPTAINS

Richard Murphy and John Ruzycski



BASEBALL



TRACK TEAM



BASKETBALL (Girls)
 Co-Captains
 Norma Mansfield and Martha Ball



BASKETBALL (Boys)
 Captain Richard Sanderson



GLEE CLUB

President Joan Peterson *Secretary* Norma Mansfield
Vice President Paula McKeown



TEEN TIMERS

CO-PRESIDENTS
Dale Carmichael and Helen Harris
VICE PRESIDENTS
Charles Butler and Phyllis Duncan

SECRETARY
Ruth Cheverie
TREASURERS
Kenneth Westburg and Joanne Leitch



DRAMATIC CLUB

President Kathleen Reardon
Vice President Jack Wheatley

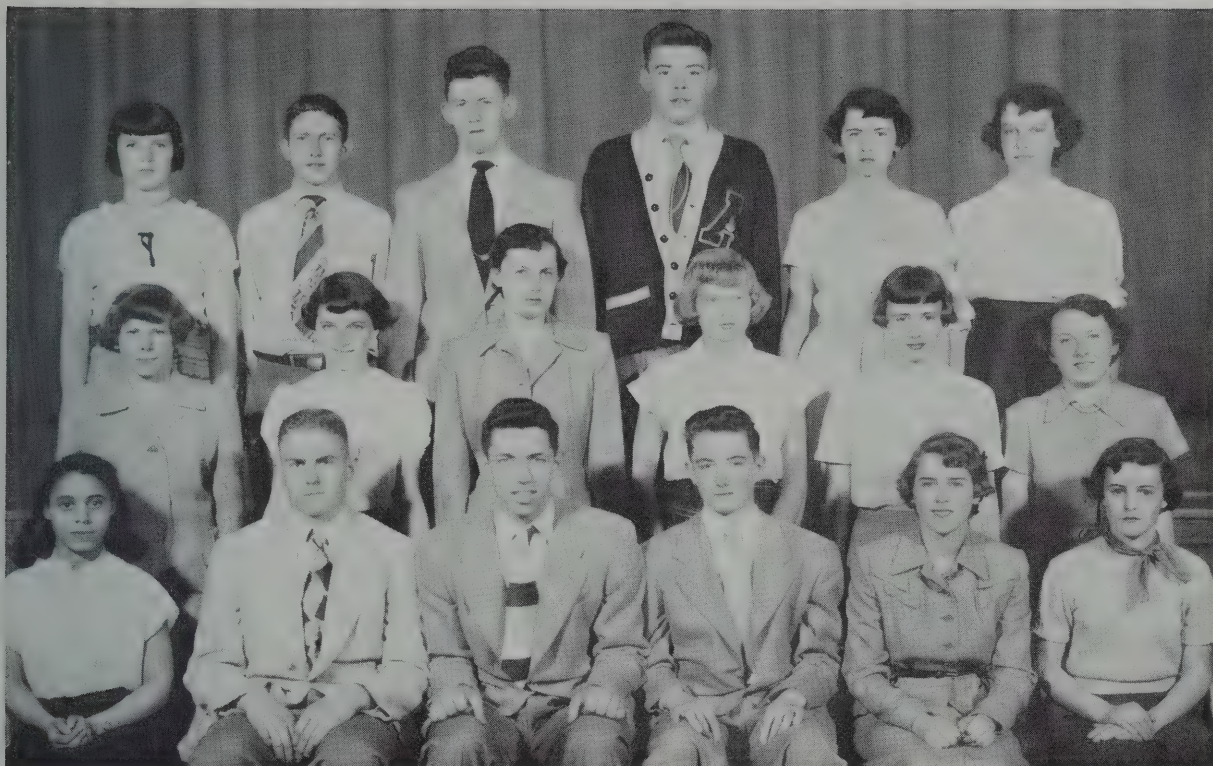
Secretary Bertha Ransom
Treasurer Claire Devlin



DEBATING CLUB

President Richard Hathaway
Vice President Martha Crane

Secretary Cynthia Whiting
Treasurer Joanne Wright



STUDENT COUNCIL

President Richard Sanderson
Vice President Richard Berry

Secretary Janet Hultman
Treasurer Raymond Murphy



HONOR SOCIETY

President Gordon Sanderson
Vice President Anne Trask

Secretary Betty Rich
Treasurer Jill Durland



HOME ECONOMICS CLUB

President Ruth Cheverie
Vice President Sally Kiely

Treasurer Joanne Leitch
Secretary Elinor Angeley



SCIENCE CLUB

President Hermine Fliege
Vice President Jack Peckham

Secretary Maude DeCoster
Treasurer Anne Trask

SPORTS

VARSITY GAMES (Boys)

Alumni—34**Varsity—32**

Chester Payne and Richard Sanderson scored ten and seven points respectively.

Oliver Ames—38 Abington—35 (at A.H.S.)

Abington—43 Oliver Ames—48 (at A.H.S.)

Hingham—60 Abington—33 (at Abington)

Chester Payne was outstanding for the losers with thirteen tallies.

Randolph—36 Abington—40 (at Abington)

Richard Sanderson made good on ten of his eleven foul shots to share Abington's high scoring honors with David MacKenzie, each scoring twelve points.

Abington—28 Whitman—35 (at Whitman)

Richard Sanderson and Chester Payne starred scoring fourteen and eleven points respectively.

Abington—37 Plymouth—50 (at Ply.)

Richard Sanderson led the Abingtonians with twelve points.

Middleboro—36 Abington—41 (Abington)

Gordon Sanderson was high scorer for Abington with six tallies from the floor and a total of twelve points.

Abington—40 Rockland—59 (Rockland)

Whitman—36 Abington—43 (at Abington)

Abington led all the way. Gordon Sanderson was high scorer for the winners with fifteen points while Richard Sanderson was second with eleven.

Abington—34 Hingham—40 (at Hingham)

Chester Payne was outstanding for the losers with fourteen points.

Plymouth—47 Abington—32 (at Abington)

Gordon Sanderson and David MacKenzie starred for the losers with nine points each.

Abington—41 Randolph—32 (Randolph)

Richard Sanderson and David MacKenzie were high scorers with fourteen points respectively.

Abington—44

**Middleboro—59
(at Middleboro)**

Richard Sanderson was high scorer with eleven points.

Abington—55

**Braintree —64
(at Braintree)**

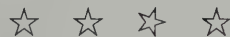
Rockland—65

Abington—36 (A.H.S.)

At the Y.M.C.A. South Shore Basketball

Abington—47

Stoughton—55



GIRLS' BASKETBALL VARSITY

Hanover 36	Abington 14	at A.H.S.	Whitman 31	Abington 31	at A.H.S.
Abington 32	Rockland 23	at A.H.S.	Abington 54	Avon 30	At Avon
Oliver Ames 40	Abington 23	at Oliver Ames	Hanover 27	Abington 25	at Hanover
Abington 38	Avon 23	at A.H.S.	Oliver Ames 34	Abington 23	at A.H.S.
Holbrook 35	Abington 25	at Holbrook	Rockland 31	Abington 22	at Rockland
	Whitman 37	Abington 26	at Whitman		

EDITORIALS

ABINGTON HIGH SCHOOL

Every school has its advantages and disadvantages, regardless of its size. A large school has the money to buy new supplies and equipment such as: the latest text books, saws, and cooking utensils, but its students do not learn as much or receive special help from its supervisors. A small school may not have the funds to supply the school with as many new supplies as a large one can, but, on the other hand, it helps the student receive a better education, and more help from his teachers.

There are arguments both for and against my theory. My own personal opinion, from the experience I have obtained from attending a number of schools, is that I think a small school is the best for the students because a real student attends school to learn.

I think that the people of Abington should be proud of their schools. In my nine years of school I have attended nine different schools and I think Abington is one of the best.

We should also be proud of our faculty members as well as our students. This is the only school I have attended in which the faculty has nearly all the cooperation of its student body and the students have the cooperation of and help of the faculty. In most schools teachers do not care whether a student passes or not. They refuse to help students, they tell the student if he doesn't get it in class it is his tough luck, and in most cases the student doesn't care after that whether he passes or not.

In our school if the student isn't passing, he receives a warning card and is instructed to report to the teacher for help. The faculty of our high school do all that they can to provide a good education for the students.

They plan all the days ahead of them. Teaching here is not a part time job. A teacher has to work long after the students have been dismissed. I think that they should be commended.

In the future, as in the past, I believe Abington will be a top ranking school.

Abington High School tries to develop a student both physically and mentally. In its classes a moral code of good citizenship is developed. Athletics with the assistance of worthy coaches are encouraged such as football, basketball, baseball, track, cross country, and tennis, mainly for three reasons; first, to develop good sportsmanship, second, to develop one's body physically, and third, to teach students to get along with one another.

Field trips are taken and movies shown to develop a subject more clearly.

Abington High School is a school of which both faculty and students may be proud.

VINCENT FLAHERTY, '53

OPEN LETTER

Students of Abington High, attention! Since my arrival at your school, I have been under a continual bombardment of grumbling and complaining. The complaints seem to be aimed at your school faculty. You seem to think (at least that's the way it appears to me) that the faculty regularly holds mass meetings to invent fiendish ways by which they can drive you into utter distraction and melancholy and, in general, make your lives as unpleasant as they can. You may take my word, for I have it on good authority, that they do not. Now, hold it. I know what you're thinking—He's just a teacher's pet—Don't get me wrong. I am not justifying the antics and actions (peculiar as they may be) of teachers. Heaven only knows why they sometimes do the things they do, but try, as hard as it may seem, to understand their position and the great responsibility which your education has placed on their shoulders. Try to think of them as human beings with faults and likes and dislikes, and not as old fossils who hand out detention and wads of homework.

If this doesn't satisfy your seemingly endless complaining, then look about you. Look at other schools. Compare them with yours. You don't even have to do that; I'll do it for you.

To begin with, the school from which I have just recently come is one of the most highly rated schools in the country and has a reputation extending back as far as 1635. Yet, they don't (to my knowledge) have a student council. You have representation, something which is very rare in a world so swiftly turning to Communism; that is, you can voice your opinion through fellow students (who experience the same situations as you) in meetings with the principal. Take, for example, this situation: several weeks ago you threatened to strike. After the affair had cooled down somewhat, your faculty attempted to reason with you as adults and to guide you in the right direction. Rather than this, they could (as properly authorized persons) have sent you back to class with no explanation. Whether or not you would have gone is beside the point. Nevertheless, you were neither criticized nor reprimanded for your actions. This situation not only shows the earnestness of your faculty but the loyalty and in some cases your devotion to a member of the faculty.

Let's show a little of that feeling every day. It will lighten both your tasks and the tasks of your teachers.

I hope that I have convinced you of the necessity of appreciating your school. I can only leave you with one thought and that is: You should compare your school with others. You will undoubtedly arrive at a favorable conclusion.

If you greet your tasks with a smile and an understanding heart today, it will lighten your load tomorrow.

CHARLES NESBITT, '52

OUR HERITAGE

If you were to come with me to any spot on the map of the world, to France, Russia, Italy, England, or China, and if you or I were to consider the problems and fears elsewhere, we should be ashamed of our inability as a free people to overcome the problems, fears and confusion we have in America.

Millions of ordinary people elsewhere can do little or nothing about their futures. Nightmares of hunger, idleness, destruction, or oppression grip them. They have no rosy dreams.

But we are not devastated. We are not famine-ridden nor dictator-ridden. We do not live in a police state. We live in America, the wonderland of the world. We are potentially blessed beyond the people of any other land, and we must never forget it.

We are a nation abounding in natural energy and resources. We have more tools of production and more facilities of distribution than all the rest of the world combined. Our men and women are trustworthy and valiant. Our churches are sound and free. Our engineers and scientists, our medical men, educators, artists, workers, manufacturers, managers, and agriculturalists can prepare a standard of living for us undreamed of today.

The challenge we face, is therefore the challenge of making our future prospects real; the challenge of deserving prosperity, deserving advancement, deserving better living by really working for it and working well. We must remember that nothing works without work, and nothing succeeds without cooperation.

DOUGLAS SULLIVAN, '51

OUR YOUTH

Today I began thinking about us, the teen-agers of America. We shall some day be the future rulers and career people of this vast, rich nation of ours. No matter where we go, what books we read, or with what persons we talk, there will arise the question of this younger generation. In church, in school, and in social activities people ask this question, How can we keep our young people from getting into trouble? Often in the papers we read

that some girl has been found parking in some deserted roadway or has been killed. I often ask myself these questions, "Where are these girls' parents? What were they doing at this time? Couldn't they provide some place to which their sons and daughters could bring their friends so that they could have clean decent fun?"

Sometimes while waiting for a bus in the evening, I eavesdrop. Once I heard a woman say, "I cannot for the life of me understand what is happening to Bobby. He has been coming home Saturday nights intoxicated. His marks are dropping, and he doesn't seem to want to stay at home or to bring his friends home with him."

Just catching parts of this story made me ask what is lacking in that home? Why should our youth hesitate to take their friends into their houses? Can there not be a decent place of recreation set up so that young people can be kept off the streets and out of barrooms?

Our schools have done their part to give us good, wholesome fun. They have tried their utmost to keep us out of trouble. There is usually a dance every Saturday night, and if we miss these dances it is out fault. Both parents and teachers ask, "Do the pupils of Abington High School appreciate the privileges they have?"

There are some towns and cities in this vicinity that do not allow their teen-agers to have any such extra-curricular activities as are offered at our school. Our students should take the advantages afforded them and use them to their best advantage.

Yes, I believe the school has done its very best to keep children out of the gutters: I think that now it is left to our parents and our churches to do their part and help us establish a youth center.

In many other towns the parents and churches get behind the teen-agers and back up a good youth center. Why won't the people of Abington help its young people? We have started a youth center in our school to try to keep our young people from the ages of thirteen to twenty off the streets and we have done everything to prove that we are really working hard. We hope that what we are doing today will encourage the youth of tomorrow to work and to continue what we have started for them.

It is usually the parents who have made the complaints about the wild youth of today. We are asking our parents along with our teachers and our other friends to help us all the way. We believe they will.

BETTY COLLUM, '50

DIPLOMACY

What shall be the keystone of a peaceful international relationship? Deep thought concerning this question results in the answer, *diplomacy*. One of the greatest diplomats ever to live was Benjamin

Franklin. Perhaps the best understanding of the quality of diplomacy can be gained through viewing the ideals which he upheld. Though tactless in his youth, he became so experienced at handling people that he was made American ambassador to France. He said, "I will speak ill of no man, and speak all the good I know of everybody." This one principle exemplified in every day living caused in part the success of one of our most eminent citizens.

Even friendly arguments result in the hard feeling that must be suppressed if world peace is to survive. Another of Franklin's traits was the avoidance of arguments. In his autobiography, he told how he conquered the habit of argument and made himself one of America's most able diplomats. Even the best educated people often cannot control their tempers, yet doing so is the one true way of progressing intellectually. Many people are born wranglers and are constantly heckling others. By a true respect of every man present for his fellow men, all the arguments which take place at the meetings of the United Nations could be eradicated. Then beneficial agreements could be reached.

When still in his youth, Franklin received from one of his Quaker friends a lashing of invincible truths. "Ben, your opinions have a slap in them for everyone who differs with you. Your friends find they enjoy themselves better when you are not around. You know so much that no man can tell you anything. Indeed no man is going to try, for the effort would lead only to discomfort. So you are not likely ever to know any more than you do now, which is very little."

Wise enough to absorb the inevitable, Franklin mended his ways. He made it his rule to evade direct contradiction of the beliefs of other people, and used no fixed expressions such as "certainly" and "undoubtedly", saying instead, "it appears to me at present" or "I conceive that". He dispelled the joy of contradicting and in the end received greater reward in self-respect. His diplomacy consisted of pointing out that in other instances, a certain opinion might be correct, but that in this special case, he saw some difference. Franklin himself admitted that next to his integrity of character, his habit of abstaining from arguments had the most influence in the growth of his success.

People of the present who have real vision look back into the pages of history to learn the ways and means of coping with existing problems. From the statesmen of old, can be derived many valuable lessons. If we all had the Quaker friend that Franklin had, perhaps we too could accept the challenge and create a better civilization. Franklin is revered today in both America and France as a true diplomat. He has left his example for posterity. It is our task to follow it.

BARBARA GATES, '50

WHAT CAUSES AUTOMOBILE ACCIDENTS

It is a quiet Sunday evening in your small town. You are chugging along at an approximate speed of twenty miles an hour when your friend calls your attention to an object on the floor. In that split second during which your eyes are off the road, you momentarily lose consciousness and awaken to hear the tinkle of glass and feel the car swerving across the road. In sickened horror you realize that you have been hit by another car. Your first thought, however, is that you should not be driving while you are under age, so you quickly change seats. Simultaneously, men burst from the other car, shouting coarse words at you. You notice that there is liquor on their breaths, but you are too frightened and nauseated to mention that fact.

Soon a crowd gathers; the police, doctors and reporters come. You want to get away, but you must first take care of all the details. Later, the cost of the accident devolves upon you and your friend, you are to learn. Now you feel lucky to have come out of the mix-up with a slightly fractured skull, your friend with but a cut, and a member of the other car with a head injury. It might have been worse;—what if someone had been killed!

This is neither a joke nor a fictional horror story. It was exactly my own experience. I tell it, not because I am proud of it, but in the hope that by sharing the depressing grimness with me, you may be urged to become a more cautious driver. Many times every day in some part of this state and country similar scenes are enacted. Serious results ensue among them, high costs are borne by the driver, perhaps his family, and innocent victims, life, invalidism, and death. If we are to consider ourselves highly civilized, then it follows that we should act like sensible people who realize that we are controlling an instrument of destruction and possible death if it is not guided correctly.

What, then, was the cause of my automobile accident? First, my inattention to my task; secondly, drinking on the part of the driver of the other car; thirdly, speeding on that driver's part. If only one of those causes had been eliminated that accident might have been avoided. Eliminate all three of these major causes of highway accidents, and the roads of the nation would be much safer than they now are. The task of making a safer America starts with you and me, the young people who are credited with causing the majority of accidents. If we of today can be safe drivers, then, as the citizens of tomorrow, we can be sure of a country that is a safe place in which to live.

BETTY RICH, '50

POETRY

School Day Worries

What can you do when you haven't a mind
 For writing compositions of any kind?
 You get settled in study at quarter past ten,
 Then sit with a blank look and nibble your pen.
 Should you tell about summer time fishing and
 riding,
 Or the time that you smashed half your face shallow-
 diving?
 Maybe a poem on your boat trip that time,
 But how would you ever get it to rhyme?
 One thing is certain, and that you know well:
 You must have something written before the bell.
 It may not be much, it may be very small,
 But a little is better than nothing at all.

WILLIAM PARSONS, '50

A Sonnet Query

I was down by the seashore one night in July,
 With cool winds and cool water and bright glowing
 sky.
 As I looked beyond each rolling wave,
 I thought of the lives that many gave
 On those mighty waters across the sea
 To gain blessed peace for you and me.
 Suddenly I started to think of the condition
 About this world of increasing perdition;
 Of the greed and hate and jealousies too,
 Of skies that are gray instead of blue.
 Many have died and gone above,
 To be eternally blessed with their Father's love.
 Others who were spared still suffer great pain.
 Could they have sacrificed all in vain?

MARTHA BALL, '50

Spring

Spring comes to the city and country
 And to hamlets by the sea;
 The deep snow melts on the mountain tops,
 And ice-bound brooks run free.
 The valley, so long bleak and barren,
 Now blossoms forth with flowers;
 And we know that each bright blossom,
 Needs spring sunshine and impelling showers.
 We hear the birds each morning,
 As they joyously greet the day,
 And we yearn to join the chorus
 Of their happy roundelay.
 We watch with awe and wonder,
 As this splendor fills the land:
 We know that it's a miracle,
 Of God's Almighty hand.

MARJORIE GAFFNEY, '50.

In Memory of My Brother Eddie

August is the month of joy;
 It brought my parents a baby boy.
 They called him Eddie, Ed for short.
 His dog Teddie he loved a lot.

Eddie had brown hair and was tall too,
 And his eyes were in color a light, clear blue.
 When we went to live in old "Philly",
 Where the land is all so very hilly,
 He'd think and speak of going home,
 Then go out for a walk all alone.
 He'd think sometimes of his old school
 And long and sigh for the old swimming-pool.
 My family finally came roaming back;
 And soon our troubles filled a big sack.
 At first our Eddie was very glad;
 No longer did he look and seem so sad.
 We had been here only a little while
 When trouble turned in on our dial:
 Eddie became seriously ill
 And went away against our will.
 It hardly seems that he can be gone,
 And yet it has been so very long!
 I often lie at night in bed
 And think of little things he said
 And how fondly he loved his dear ones and home:
 It's hard to think of him alone.
 I'm sure there'll never be another
 Boy as sweet as was my brother.

JOAN SNYDER, '54

Lucky We

At A. H. S. it's rise and shine!
 The students don't march in a solemn line.
 For principal, we have the very best;
 Our teachers are better than all the rest.
 Right now we don't shine in sports at all;
 Perhaps we'll do better, come next fall.
 We'll miss the senior class next year:
 For Olde Lang Syne we'll shed a tear.
 Do we like our school? Yes, yes, yes, yes!
 One hundred to one, it's A. H. S.

PHYLLIS HOYT, '53

The Key

Graduation time draws near
 For each a smile and a tear,
 Many love this special day—
 "A day for remembrance," so they say.
 How I like to watch each face
 As the graduates walk their pace.
 All their emotions are then displayed;
 Their hopes of the future are on parade.
 Some are sad, some are bold,
 Yet all are proud when they hold
 That golden key to the world beyond
 That opens the door like a magic wand.
 Onward now to greater fame
 March these graduates of imperfect name.
 Their future deeds will exemplify
 Their illustrious years at Abington High.

PATRICIA BENSON, '52

ESSAYS

LONDON CLOTHING ESSAY

**America's Responsibility for Peace
In the World of Tomorrow**

America is the greatest country in the world. Thus upon the shoulders of we the people rests the grave responsibility of the maintenance of world peace. The eyes of the world are upon us. Those of the wartorn countries of Europe and Asia took trustingly toward America, confident that she will lead them out of the darkness of despair. There are also the eyes of the enemy. They peer menacingly from all sides, from within and without, in their relentless search for the elements of unrest which will undermine the democracy of our land and lead to the ultimate destruction of our way of life and even our religion.

The realization that America does occupy such a vital position in the world today is rather frightening. Our very action is magnified a hundred fold by the powerful microscope of world interest. Yet this knowledge should serve as an incentive, not a cause of fear, for ours is the opportunity to aid in the restoration of lasting peace and good will. Much of the world is on the brink of chaos. America is virtually the only country strong enough to stem the oncoming tide of aggression. Only through the combined efforts of her people can she attain the peace for which the world has for so long hungered.

The strength of our country lies principally in our future generations. They must be educated in tolerance and understanding—tolerance for people of all nations and an understanding of their language and customs, for ignorance is the foundation of prejudice, and dissension. As a leader in the world, America should always remember that she must guide but not attempt to rule. We must respect the beliefs and traditions of foreign nations and make an effort to understand rather than condemn them. Of even greater importance is the possession of a deep concern for the welfare of our government and a firm belief that its functions are just and good. We must display confidence in our way of life if we expect others to follow our example.

We must remember that if we are to be the guiding light of the world, we must first set an example which will shine forth in the darkness—a beacon of hope for all to follow.

IRENE REARDON, '50

NOTE: As has been its custom for several years, The London Clothing Company awarded to members of this year's graduation class prizes for the four best essays on a designated subject. Those receiving awards were: Irene Reardon, \$50; Anne Trask, \$25; Sally Stevenson, \$15; and Patricia Gafney, \$10.

Religion

Despite his advancement and culture, man has never been able to find a substitute for religion. In the belief in some power, whether it be an immortal being, a spirit, an animal, an idol, or the forces of nature, man believes that he finds the answers to questions he himself has been unable to solve. In such a belief he reaches for the solace he needs in sorrow, the strength he requires in weakness, the certainty he lacks in a confusing and uncertain world. The regular practice of his faith in his religion, and it may range from the elaborate ceremony and ritual of some churches to the simple practice of spiritual meditation in an easy chair.

Although in its broadest sense religion is simply the expression of a belief in a supreme power, man has always made religion a formal process. It is true of both the most civilized person and the most barbarous savage and today we find most people practicing the belief in one or more supreme beings, or gods according to ceremony. Those who believe in one supreme being, or God, have a monotheistic or "one God" religion; those who believe in more than one supreme being, adopt a polytheistic or "more than one God" religion.

Within these two broad classifications it is possible to separate religions into four categories. The first, the religions of savages; the second, the religions of primitive culture; the third, the religions that are co-extensive with life, such as Judaism, Christianity, Buddhism, and Mohammedanism.

Worship of such things as stars, the sun and the moon, rivers, trees, and spirits of ancestors, as well as the practice of magic, are characteristics of the religions of savages and the religions of primitive culture. Mythology is a factor in the religions of advanced culture. The religions that are co-extensive with life deal with morals and manners of living and, with man's relation with the spiritual and divine; thus these religions exert a tremendous influence on the world of today.

JOAN PETERSON, '50

My Day with the D.A.R.

Two of my most pleasant experiences occurred on March 30, 1950 when I attended the state conference of the Daughters of the American Revolution as the Good Citizenship Pilgrim from Abington High.

My day started with a drive to Hingham High School, where I was to meet Ann Loring, the Good Citizen from Hingham High and Mrs. Julian Loring, our chaperone. After exchanging the amenities, we were off for Boston and the Copley Plaza. Upon arriving at the hotel, we were ushered into

the foyer of the Grand Ballroom, where Ann and I were to register. Here were gathered two hundred and fifteen girls from all the public high schools in Massachusetts.

After registering, Ann and I began meeting some of these girls. They had come from every place in the state including both the small hamlet and the large city. It seemed very wonderful to become acquainted, if only for a few hours, with so many girls. All exchanged information about their schools and their difficulties in arising so early in order to reach Boston at nine o'clock. After a half hour of these pleasantries we entered the Grand Ballroom where the meeting was to ensue.

The speaker of the morning was Dr. Franklin P. Hawkes, the former superintendent of Abington schools and now director of the Fair Education Practices Commission in Massachusetts. Dr. Hawkes presented an interesting message on "*Signs, Decisions, and Ideals*" by which we can *Save Democracy Intelligently*. Upon the conclusion of this talk there was a reception for the Good Citizenship Pilgrims.

We then repaired in five busses to the Boston City Club, for lunch. For those interested, the menu was tomato soup, rolls, chicken pie, peas, ice cream, cake and coffee. After our lunch we journeyed to the State House, where a guide reviewed many of the significant details of our state's history.

The group then arrived at the Governor's Chambers, where Governor Dever was to meet the Good Citizens. Unfortunately, the Governor had been delayed and we had to wait thirty-five minutes for his arrival, (during which time the stairs served as comfortable reposing places). The Governor was very gracious and allowed us to watch him sign some of the bills which had come to his desk. The clock now indicated four o'clock and Ann and I began our trek back to the South Shore.

We regretfully bade farewell to our new friends and the end of a wonderful experience.

I am very appreciative of the opportunity which my classmates and teachers afforded me, for I learned much that day. I discovered the truth of the statement that "the hope of a nation lies within its youth", and I believe that this nation will be in capable hands when our turn to direct our country's destiny arrives. I also became acquainted with the work of the D.A.R., which is doing so much to maintain patriotism within our country. A fitting ending to this essay is this statement of the D.A.R.'s purpose: "Our historic work emphasizes preservation of the heritage of the past, holding fast to ideals which make the present, and helping to build a Future America—worthy of World Leadership."

ANN TRASK, '50

Senior Misgivings

Soon the time will come when the doors of Abington High School will be closed to me. I shall no longer be able to sit at familiar desks, watching and listening to familiar teachers. The activities will no longer be mine to participate in.

As I think of the time so rapidly approaching, I also begin to remember things that have happened in this, my school. I remember the first moment my feet stepped into this new and strange building. Pupils were hurrying in groups down the corridor, up the stairs, and into the classrooms. They did not seem to notice me, a stranger, in their midst. Why? It was September fourth and they were busy renewing old acquaintances.

I also remember a girl with whom I later became friendly in French class. We are now fast friends and I hope that we always shall be.

Then, there are the memories of some privileges enjoyed here that are not allowed in most high schools. Uppermost in my memories is the close association between our principal and the students.

Next September I shall embark on a new life. I wonder if it will be as satisfying as my life in high school has been. Will my friends and professors be as helpful?

Many things about my future puzzle me. Especially am I worried about the difficult subjects I shall pursue in college. I wonder if I shall be able to pass my exams as easily as I have passed my exams in high school. Have I the ability to do what will be expected of me in my new life? So far, an hour or two at home daily has been sufficient time for me to dedicate to study, but college students claim that many more hours than that are spent in study. I wonder if I shall be able to concentrate for so long.

These are some of the questions in my mind as I think of the time, so rapidly drawing to a close. After working four years for my diploma, I am now afraid to take it and the uncertainty of my future.

Can it be that all seniors are suffering problems similar to mine? Are they also afraid of being tossed out into the world to shift for themselves? The thought of that piece of rolled paper tied with a thin ribbon is constantly pressing on my mind. I only hope that the doors opening to me will lead to as pleasant a life as those closing behind me have provided.

SALLY STEVENSON, '50

Abington High on the Radio

On Monday, December 19, 1949, from 5 p.m. to 6 p.m., Abington High School participated in something altogether different from anything it had ever done before.

When Station WHDH in Boston sponsored polls of different schools, the Abington students decided that they, too, should be included.

Four girls representing Abington High School, (three seniors and one sophomore), Helen Skillings, Carole Ward, Lorraine Jacob, and Lois Meserve, made a survey of the ten favorite songs of the 360 students, and then waited patiently for the day to come when they would actually represent Abington over the air.

The most interesting part of the trip (because it paid tribute to the small town of Abington) was the selection of "Mule Train" by Ray Goulding and Bob Elliot as the No. 10 favorite. Upon his learning this, Master of Ceremonies, Bob Clayton of the famous Boston Ballroom, told us that the Ballroom planned on putting Abington on the map near the city of Clinton so that it might be remembered for having put in a "plug" for the afternoon show, "Bob and Ray."

Residents from everywhere on both the north and south shore as well as Abington, heard the small town of Abington, its schools, and its students represented over the radio. This outstanding event of school-life was well-remembered and appreciated by all.

This opportunity to appear was made possible through the co-operation of Mr. Frolio, Mrs. Ferguson, and Bob Clayton, of Station WHDH, as well as the students who participated in the poll and backed us up.

HELEN SKILLINGS, '50

Movies

Disturbances are never more numerous than in a movie theatre. Whenever and wherever I enter a theatre, I bear in mind my new slacks that were ruined by chewing gum. After briefly but carefully coursing my hand over the seat, I feel safe in sitting down. Anyone who has attempted to remove the rubber-like material from gabardine dreads the thought of another gum encounter with the posterior.

The structure of movie seats is not conducive to harmonious neighbor relations. Arm-rests can be the object for which many elbow battles begin, although these encounters are exceedingly numerous, they have never been known to break the silence. The saying is that two can live as cheaply as one, but this epigram has not enlarged to include the idea that strange elbows can exist together as peacefully as one.

The most disturbing person in a movie is, for lack of a more fitting name, "Restless Ralph." Without a doubt, he is present wherever movie patrons meet. While the plot thickens, Ralph is formulating a plan of departure. The climax is near at hand, this is Ralph's cue. He gets up. Politely but with

an air of hidden sarcasm, Ralph excuses himself while he promenades on my shoeless feet. A gun goes off, heralding his departure, but, as always, I seem to have missed the best part of the drama.

One of Ralph's foremost cronies is "Revealing Rollo". He has already read the book or in some other way has become well informed about the plot of the movie. One of Rollo's characteristics is that he never allows his movie neighbors to wonder about the outcome. Coming at the right time, his information completely destroys the imaginative schemes of every one in his vicinity. Down with Rollo!

At a movie ears are subject to many harsh and disturbing sounds. I am deeply disturbed by the masticating antics of "Crunching Charlie". As far as I can see, Charlie is a left-over from Rollo's clan. Having no one to talk to and feeling the need of keeping his jaws in condition, he applies himself to the task of devouring all the available pop corn. What savage delight he must experience as the kernels issue forth the ear-racking sounds known to disturb people as far as several rows distant.

I wish I could say that I am wholly free from all the faults of Charlie, Ralph, and Rollo.

GERTRUDE SPILLANE, '50

Faith

Let me open this theme with a picture of a small boy of six performing his daily antics, swinging his small body over a bar. Suddenly his tiny fists lose their grip and he falls to the ground, striking his spinal column and thus causing what at first appears to be his doom. The little boy picks himself up and staggers to his mother's side, with his hand and arm hanging limp on his right side. By the time his father reaches home the boy is having severe hallucinations and complaining of his neck hurting. The family doctor is then called in to look at the boy, but he cannot diagnose his case. The parents start a search for a doctor who can help their only child.

Several reputed physicians are called in to examine the boy, and each one can give no explanation as to the child's reactions. Finally one doctor suggests the Children's Hospital where specialists can examine the boy. This is going to be very expensive, but nothing is too much for the parents to sacrifice for their son.

One of the foremost brain specialists is called to perform an exploratory operation which proves to be very harmful, for now, the child lies in bed in his own home, a helpless child of eight without the use of his speech or his body.

For two years the mother and father have watched with anguish and with one prayer in their hearts, hoping that some day he will be a healthy

normal child again. The faith that these parents keep is something like a miracle because it has kept both of them working and planning a healthy future for their son.

To prove that faith is a wonderful thing, for the first time since he was stricken, the little boy has recently called out the words, "Ouch, Daddy," when a doctor was testing his reflexes. This has added to the parents' faith; and now I often hear them say, "Our boy is going to be well again."

For the past few weeks, the interest the boy has been showing when someone enters the room and the deep concern he shows over his new baby brother has shown what faith has done for this child. Some day faith may bring about a miracle and the cripple will be well again and laughing and playing about with his friends.

SHIRLEY CASS, '50

School Memories

Midst these, my last days of school, I look about me for lasting memories . . .

As I travel around to the day's classes, I see many classmates wearing what one might loosely term "spring like" expressions. They combine the wonderful ingredients of honest-to-goodness friendly spirit, new hope for future success, and keen and genuine interest in the affairs and successes of those about them, truly grand to behold!

Needless to say, there were times when we did not agree; but that perhaps was just what made us the remarkable class we have been. We've had such diverse interests and opinions, such outbursts of energy, such determination, and such versatility! At the bottom of it all, we've had the best of all—such a will to work things out. You know, we have really accomplished some small wonders—our class play, "Stardust," the good work and all zealous activity of our various clubs and committees, and, of course, our yearbook.

I see, too, in my journey about the school some faces I shall always recall with great respect and pleasure. These are the faces of our teachers who have continuously been kind, patient, and encouraging, reflecting for us, as they have so well, the purpose of the school.

Last, but not least, I see a new crowd of faces . . . Eighth graders. They are perhaps most eager to acquire the official title of seniors and reach the step above ours, on the staircase of time. The best of luck to them, and may they enjoy greatly the years to come! I hope that their last look at Abington High School will fill them with as much happiness and as pleasurable memories as have mine.

WILMA COLBURN, '50

The Power of Music

Whether it be classical, semi-classical, or modern popular, music represents every emotion of human life. It is characteristic of peoples, bringing forth their feelings, thoughts, and hopes.

Since the world began composers have devoted precious time and thought to the composition of music to suit the familiar lyric, "I love you." However, the human race will never grow tired of this lovely phrase presented in thousands of forms. Ballads bring to mind the happiness and contentment of life, as well as the pain and sorrow of tragedy. Music has the unsurpassed power of bringing back fond memories of yesterday. How many of us there are who connect an outstanding event in our lives with a particular song!

Music enraptures its listeners with pure, unbounded delight. It reveals the beautiful gifts of Nature in their full glories. Almost constantly it echoes the lovely song of a bird. It serenades even the smallest, most insignificant flower. Many songs picture an ocean, a sunset in full radiant color, or the simple tranquility of a blossoming tree.

Each country has a national anthem which demonstrates the patriotic zeal of the people of that country. Military numbers signify the importance of inspiring man to preserve the country and its form of government, as well as its ideals. Even a football song illustrates the loyalty of man and his desire to succeed in the playing of a fair game.

Modern jazz displays the present day's speedy pace of life; the hurry and worry of over-worked people seeking pleasure. It is the "letting loose" of tradition; the example of man's rhythmic tendencies.

Music offers a favorite pastime of people for centuries—dancing.

Most important of all, music expresses man's spiritual feelings. Perhaps the greatest music of all time may be found in the Negro spirituals. The Negro appears to have been gifted with rhythmic talent which he has devoted to God. Everyone knows, understands, and appreciates church music. Oftentimes its great depth overwhelms its listener with a feeling of proximity to God.

Never do most people live through a single day without singing or whistling a tune. The modern radio, phonograph, and television bring to us all types of music. Although many of us are not able to play a musical instrument or attend operas, operettas, and other musical presentations, we are nearly all gifted with an appreciation of music. It is certainly true that "Without A Song The Day Would Never End."

PATRICIA GAFNEY, '50

Facing Westward

One evening as the sun was slowly fading in the west, through the quiet air, I heard the chirping of a bird. I had no idea what kind of bird it was because I couldn't see it, I could only hear it, and I had never thought too much about birds.

After a while my aunt came out and said to me, "There must be a robin around here somewhere, and if you see him you will notice that he will be facing westward."

I thought, "What does she know about birds? She has lived in the city all her life." I went looking for the robin to see if my aunt was right, and, sure enough, perched high up in a tree was a robin, facing westward toward the setting sun, chirping joyfully.

Now every evening before the setting of the sun there is a robin up in that same tree, signaling that night is coming on.

MARIE GOBEILLE, '50

An Ancient Philosopher

For a long time now, just before going to sleep, I have taken a book from my "used to be an orange-crate" bookcase and read one of Aesop's Fables. A few weeks ago my father brought home an old family Bible from his great uncle's recently settled estate. Wednesday night, instead of doing my homework, I looked through the Bible. There I found pressed flowers, death notices, patent-medicine advertisements, and a well-pressed periodical, "The Maine Evangelist," dated April 23, 1880. The main essay of this weekly newspaper which, according to the back cover, had a subscription rate of fifty cents a year (half price to clergymen), was on my good friend Aesop, of whom I knew little except his fables.

According to the story told in the quite lengthy article, Aesop was believed to have been the first writer to impart instruction by written fables. Aesop was born six hundred years before the birth of Christ and though he was a brilliant wit and humorist, he was sadly deformed. "He was a short hunch-back, horribly ugly in the face, having scarce the figure of a man, and for a time almost without the power of speech!" Aesop was born a slave, and, because he was so hideous in appearance, the merchant who brought him had great difficulty in selling him. In order to dispose of him, his first master sent him into the fields to work.

He was next sold to a philosopher named Xanthus and there, in spite of his deformity, Aesop's wit and sprightliness found him many friends. Xanthus and his associates were continually amazed by Aesop's wise sayings. The stories that were told in connection with his life under Xanthus began one day when his master ordered him to buy the best food in the market because he was expecting some

important guests. Aesop bought nothing but tongues and he told the cook to prepare them in various ways. When the dinner came, each course featured tongue, the side dishes were of tongue, and the dessert was tongue. Xanthus was very angry and demanded to know why Aesop had done this thing when he had told him to buy the best in the market.

Aesop replied, "And have I not obeyed your order? Is not the tongue the bond of social society, the key of science, and the origin of truth and reason?" Aesop proceeded to tell how the tongue had built cities, established governments, and instructed men.

Xanthus was pleased but a little puzzled by Aesop's answer and so told him that they would have another dinner on the following day and that he was to buy the worst in the market for his guests. The next day Aesop provided his master with the same dishes and when asked for an explanation told his master that the tongue was also the worst thing in the world. "It is," said he, "the instrument of all strife and contention, and the source of dissension and wars; it is the origin of error, calumny, and blasphemy."

The story did not tell how Aesop gained his freedom, but it is easy to imagine that a person such as he could not be at loss to obtain anything, even liberty. After he had gained his freedom one of his first undertakings was to visit King Croesus who was famed for his riches. His deformity and his strange teachings amazed and annoyed the people until finally the king rose against him. "But the splendor of his mind shone through the ugliness of the body and Croesus realized the truth in Aesop's words. 'We ought not to consider the form of vessel, but the quality of the liquor it contains.'"

Aesop led a truly interesting life. His stories impart to the world in a simple manner some of the great truths of all ages.

MAUDE DECOSTER, '50

A Day at the Theater

During the February vacation, I had the pleasure of seeing the first lady of the theater, Helen Hayes. She appeared in Joshua Logan's "The Wisteria Trees", a new American version of Anton Chekhov's masterpiece the "Cherry Orchard." Mr. Logan studied Chekhov's theme and realized that what happens to Chekhov's charming, impractical people, could happen to any similar society in like economic circumstances, and so conceived the idea of transporting the story to Louisiana at the turn of the century.

Mr. Logan draws a parallel between Chekhov's people of the old world and the leisurely, luxurious plantation life of the South which came to an inevitable end with the emancipation of the slaves, as did the similar style of existence on the great estates

of pre-Revolutionary Russia with the freeing of the serfs.

Lucy Andree Ransdell, played by Helen Hayes, had had an unhappy married life in Paris and returned to Louisiana, hoping to find happiness and prosperity in her native land.

She found, however, that the plantation was heavily mortgaged and refused the offer of an old friend to redeem it because she could not love him. It was spring when she returned, and her greatest joy was the wisteria trees which were then in full bloom. These had been planted by her great-great-grandfather on a grant of land given him by the King of France. Her creditors finally foreclosed the mortgage and she returned to her lover in France.

The play gives one an excellent idea of the lavish life in the old South with its beautiful plantations, Negro servants, and elaborate dress of the period. The change in Lucy's financial circumstances, however, and the adjustments which she tries to make are pathetic, and softened only by her deep love of the wisteria trees.

Bethel Leslie took the part of Helen Hayes' daughter. This part would have been portrayed by her own daughter, Mary MacArthur, had she not been stricken with poliomyelitis and died in the late summer. Miss Hayes had her usual radiant charm and graciousness and the setting of the first act with the morning sun shining on the wisteria trees will always remain in my memory.

PAULA MCKEOWN, '50

The Secret Life of Guess Who?

It broke into a run as the bell rang and scurried into his Latin period just one minute late. The teacher looked at him and said, "What's the matter? Don't you like this class?"

"Well, sir," replied It, "the class is a trifle boring."

"That's enough!" yelled the teacher, "Take an hour!"

Comrade Itsy put a new magazine on his "tommy" gun and barked, "Who's to be disposed of next?" His assistant replied, "Some poor fish caught reading a pocket-size travelogue. Capitalistic tendencies, no doubt." He pushed a be-draggled form against the execution target. Rat-a-tat-tat! "All for the cause!" shouted Comrade Itsy, as any good executioner would. "Who's to be next?"

"A backsliding member, of the Farmer's Union," replied his assistant. "Is that so?" queried Itsy. "You know I'm President of the local chapter."

"Not any more, you aren't," said the assistant, as he grabbed the gun from Itsy's hand and pushed him against the target. Rat-a-tat-tat. "All for the cause!"

"When Q. Doctorius Publius visited the place, at every step he saw bones," droned the teacher.

"Shcalpel! (Hic) Forshephsh! (hic-a-hic) Shish-orsh!" Doctor Itsy was at work.

"Did you ever see such a rummy?" Look at his hands shake!" whispered the nurses among themselves.

Its had been a promising young surgeon before his desire for whiskey brought him down in the world to the status of janitor. But just a few minutes ago, the only available surgeon had collapsed in the middle of a delicate brain operation. Its had left his broom and was now undertaking to finish the operation. In spite of his shaking hand and the nip he took every few seconds, he finished the operation in a few minutes. Then he hiccupped wearily and turned to the woman who was anxiously standing in the doorway and said, "Madame, the operation was a shuckshesh. Your poodle will live."

"The homelesson will start on Page 497," said the teacher.

"497" smiled wanly as they slit his pant legs. Then they buckled him into the electric chair. "When the bell rings," said the warden, "the switch will be pulled, and the case dismissed."

"No! No!" screamed Its Allgone. "You can't give me the hot seat! I'm too young to die!"

"Ready with the lever, sergeant—and may God have mercy upon your soul—"

Riiiiing-a-liiiiing!

"Class dismissed."

MARYELLEN BUCKLEY, '53

Water, Fog, and Relief

We passed Nobska Light House off Woods' Hole. The moon and stars shone brightly overhead, the air was clear. Suddenly the long, low blast of a distant fog horn reached our ears over the drone of the diesel engine of the "Pal", our twenty-six foot cabin cruiser. This late August evening the water suddenly became calm as the wind diminished. My friend and I were headed for Tarpaulin Cove at Naushon Island, where we planned to get an early start swordfishing in the morning.

The air was settling in damp beads on our clothes and the cockpit of the boat. I took a quick glance ahead. Tarpaulin Cove Light was no longer visible. I glanced immediately aft. I could not see Nobska Light. We were soon enshrouded by fog. We could see no more than twenty feet ahead. It was what boatment call a "pea soup" fog.

In about a minute Nobska Fog Horn was blowing. I watched the compass carefully, kept her steady on a course of southwest by west, three quarters west, to Tarpaulin Cove Buoy. We reduced

engine speed to 1300 R.P.M. In about a half hour we were peering through the "soup", looking for the buoy we must find. Suddenly the fog lifted momentarily; we saw a dark object to port; then came blasts of a fog horn—one, two, three, meaning danger. We heard shouting from the same place. I put her to port, reduced speed to 500 R.P.M. and came alongside a thirty-one foot auxiliary sloop.

The people aboard the sloop explained that they had had engine trouble; that the wind had died down, making their sails useless, and that the strong tide was pushing them toward the rocks. We took their line and towed them towards the cove. In about ten minutes we found the buoy and towed the "Voyager" into the cove, where we anchored for the night.

We were very tired, as it was nearly midnight when we bunked in for the night. The next morning the fog lifted, but still there was no wind. We towed the disabled craft back to Falmouth Harbor for repairs.

We left the harbor, very, very happy, knowing we had helped a group of fellow yachtsmen and saved them from threatened disaster.

WILLIAM CROOK, '51

My Goal

My one goal is not to be famous, nor anything exciting, nor dramatic. It's just an average wish

that hardly anybody would think of twice—that is, unless one had had some misfortune. Yes, my one goal at present is to walk again and be like any other normal teen-ager. It's hard to imagine the feeling a person has when he knows he may never walk again. A person can't appreciate how lucky he is until he has something valuable taken away from him. Now, I know how wonderful it will be to walk again. It was rather hard for me to accept what fate had sent me, as I lay on a hospital bed with polio, not knowing from day to day what would go wrong next. The doctors had discovered weaknesses in my neck, arms, and right leg. All I could think of was that I might be put into an iron lung as the woman in the room next to mine had been. I got off easily compared to people such as she, but I don't think I could have kept going if it hadn't been for my schoolmates writing to me, while I was away, and visiting me every afternoon when I got home. The nicest thing that ever happened to me was Christmas when I received a gift basket brought from school. I don't believe that I shall ever forget that experience.

Now I am working to get better, as I know I'll walk again sometime if I sacrifice now. The first thing I am going to do when I can throw away my crutches is to walk and walk and walk for several miles. Right now I'm working hard toward that goal.

CYNTHIA BUTTERS, '52

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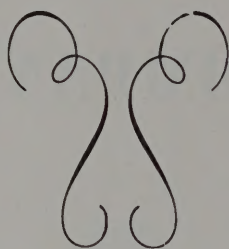
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